



City of Seattle

## City of Seattle 2004 Families & Education Levy

### Results of Community Outreach



## BACKGROUND

The Seattle Families and Education Levy, a city-school-community partnership that funds services for Seattle's children, youth and families, was approved by voters in 1990 and again in 1997. The proposed 2004 renewal of the Families and Education Levy will focus on strategies to help all of Seattle's children become ready to learn, healthy and successful in school.

The five Strategic Investment Areas being considered for 2004 Levy investment are:

- Early learning;
- Support for middle and high school youth;
- Out-of-school time (or before-, after-school and summer activities);
- Student health services; and
- Family involvement.

In August 2003, a Citizens Advisory Committee (CAC) was formed to recommend important service areas that contribute to students' school readiness, school success and health, culminating in a 2004 Levy renewal package recommendation to the Levy Oversight Committee. Members of the CAC represent a broad cross-section of the community and have expertise in the proposed Strategic Investment Areas. In addition to their own expertise, the CAC invited panels of experts and the community to share their perspectives about priority services for Levy investment.

## OUTREACH APPROACH

The CAC gathered community input regarding priorities for the Levy renewal package through a widely distributed survey; a Community Forum on November 13<sup>th</sup>, 2003; and a series of small group, community discussions led by CAC members or Levy staff. All comments received will be summarized for the purposes of informing CAC discussions and recommendations to the Levy Oversight Committee, Mayor and City Council. Ultimately, this input will shape the Levy that goes before voters.

This summary contains results from 2,065 survey responses and a prioritization exercise by 80 Community Forum participants. In sum, community outreach participants represent approximately 0.4% of the population ages 14 or older in Seattle.<sup>1</sup>

---

<sup>1</sup> Source: Characteristics of Age – Neighborhood Planning Areas, DCLU with assistance from PSRC, July 2003. (Values derived from Census 2000, Summary File 3).

## Levy Brochure/Survey

- The Levy survey was available on the City's web site, by email and was distributed at small group community meetings.
- There were 24,450 copies of the brochure/survey printed in English and the following languages, based on the distribution of Seattle Public School (SPS) students using Bilingual Orientation Centers:
  - Spanish: 1,800
  - Vietnamese: 1,350
  - Chinese: 900
  - Tagalog: 450
  - Somali: 450
  - Cambodian: 375
  - Tigrinya: 300
  - Amharic: 300
  - Lao: 225
  - Oromo: 150
  - Samoan: 150

## WHO RESPONDED

Responses to the survey's descriptive questions were optional, and statistics are not available for Community Forum participants. In some cases, this contributes to high "not recorded/not disclosed" values. In some cases, data was not available for one-fifth of community outreach participants.

- The majority of community feedback was derived from the survey – most of which were mailed in or handed out at small groups.

Method of Receipt	
US Mail	41.1%
Web	13.8%
Word survey return	0.3%
Hand outs to groups	40.8%
Community Forum participants	3.7%
Not recorded/Unknown	0.4%

- Most survey responses (737) were from students at Seattle Public Schools (SPS). This group represents approximately 5.1% of all SPS students attending regular and alternative high schools in 2002.<sup>2</sup>

Category of Respondent	
Seattle Public Schools student	34.4%
Parent of SPS student	22.6%
Employee of SPS	7.0%
Community service provider	7.3%
Other	12.5%
Not recorded/Not disclosed	16.1%

- Of those selecting "other":
  - More than 1/3 did not provide additional information.
  - Students from private schools comprised a large portion (20%).
  - Responses also included citizen, Seattle resident or taxpayer (14.5%); other parental or guardian relationship (10%); and both a parent and employee (8%).

---

<sup>2</sup> Source: Data Profile – District Summary, SPS, December 2002.

- Responses have been distributed fairly evenly across Seattle and represent less than 0.5% of the total population age 14 or older for each geographic area.
- Responses are comparable to the population distribution of those 14 years of age or older in Seattle. A greater portion of Seattle residents from the southeast and west participated in the survey.<sup>3</sup>

Respondents' Residence	
Southeast Seattle	17.3%
Southwest Seattle	9.5%
West	11.0%
Central	13.6%
Northwest	14.8%
Northeast	13.4%
Not recorded/Not disclosed	20.4%

- A fairly diverse group participated in the survey. Survey respondents represent approximately 3% of most racial and ethnic population groups in Seattle. White respondents represent approximately 1.5% of Seattle's white population.<sup>4</sup>

Respondents' Race/Ethnicity	
Asian/Pacific Islander	16.1%
Black	11.1%
Latino/Latina	7.7%
Native American	1.4%
White	39.1%
Other	3.8%
Not recorded/Not disclosed	20.7%

<sup>3</sup> Source: Characteristics of Age – Neighborhood Planning Areas, DCLU with assistance from PSRC, July 2003. (Values derived from Census 2000, Summary File 3).

<sup>4</sup> Source: Census 2000, Summary File 3: Sex by Age for Seattle, WA.

- Responses have been distributed fairly evenly across income categories – with more representation from those whose family income was greater than \$60,000. However, fewer survey participants responded to the household income question.
- A greater portion of community outreach participants were from lower income categories, compared to the population distribution by income in Seattle.<sup>5</sup>

Respondents' Family Income	
From \$0 to \$15,000	13.0%
From \$15,001 to \$30,000	10.4%
From \$30,001 to \$45,000	12.3%
From \$45,001 to \$60,000	9.0%
Over \$60,001	20.7%
Not recorded/Not disclosed	34.5%

- Most of the initial responses were in English due to the duration of the translation process.

Language of Returned Survey	
English	90.0%
Other languages	5.9%
Not recorded/Not disclosed	4.1%

- Nine languages, other than English, were represented in 127 of the surveys including:
  - Chinese (29% or 37 surveys)
  - Vietnamese (17%)
  - Oromo (13%)
  - Spanish (12%)
  - Samoan (11%)
  - Amharic and Trigrinia (6% each)
  - Somali (5%)
  - Tagalog (2%)

<sup>5</sup> Source: Census 2000, Summary File 3: Income in 1999, Families for Seattle, WA.

## SERVICE PREFERENCES OVERALL

- Data shows percentage of Survey respondents and Community Forum participants who indicated the service area to be a priority – for this reason, figures do not total to 100%

Investment Area	Preferences in Order of Frequency	
Student Health Svcs	Health care in schools (nurses, health centers)	36.8%
Before-, After-School & Summer Activities	Free or low-cost after-school programs	32.7%
Early Learning	Financial help for low-income parents, for high-quality child care or preschool	27.8%
Before-, After-School & Summer Activities	Tutoring/enrichment to help with school success	27.2%
Early Learning	Strong family, child care and school linkages to help children be ready for school	26.6%
Support for Middle School & High School Youth	Help for students at risk of dropping out	25.4%
Support for Middle School & High School Youth	Available before-school, after-school and summer activities	23.4%
Family Involvement	Family involvement in children's education	22.6%
Support for Middle School & High School Youth	A safe and positive school environment	22.3%
Family Involvement	Services for families whose home language is other than English	22.0%
Student Health Svcs	Mental health services for students	20.8%
Family Involvement	School-based family support services	20.5%
Before-, After-School & Summer Activities	Better quality after-school programs, with better trained staff	19.5%
Early Learning	Quality learning opportunities, with better trained staff	18.4%
Student Health Svcs	Reproductive health, teen pregnancy prevention	18.0%
Early Learning	Identification of children's learning, physical/ emotional needs, and linkages to services	17.9%
Student Health Svcs	Youth employment (age 14 or older)	16.1%
Support for Middle School & High School Youth	Drug/alcohol prevention or treatment services	16.0%
Support for Middle School & High School Youth	Youth community involvement and leadership opportunities	15.7%
Family Involvement	Family-school-community partnerships	15.4%
Student Health Svcs	Health education in schools	13.7%
Before-, After-School & Summer Activities	Mentoring for children and youth	13.4%
Family Involvement	Parenting classes	13.2%
Family Involvement	Neighborhood-based family support services	12.6%
Early Learning	Education or support for parents/caregivers	11.4%
Family Involvement	Support for new parents	9.7%
Support for Middle School & High School Youth	Services to bridge school and the work world	8.9%

## SERVICE PREFERENCES BY STRATEGIC INVESTMENT AREA

Preferences in Order of Frequency By Strategic Investment Area	
<b>Early Learning</b>	
Financial help for low-income parents, for high-quality child care or preschool	27.8%
Strong family, child care and school linkages to help children be ready for school	26.6%
Quality learning opportunities, with better trained staff	18.4%
Identification of children's learning, physical/ emotional needs, and linkages to services	17.9%
Education or support for parents/caregivers	11.4%
<b>Support for Middle &amp; High School Youth</b>	
Help for students at risk of dropping out	25.4%
Available before-school, after-school and summer activities	23.4%
A safe and positive school environment	22.3%
Youth employment (age 14 or older)	16.1%
Youth community involvement and leadership opportunities	15.7%
Services to bridge school and the work world	8.9%
<b>Before-, After-School and Summer Activities</b>	
Free or low-cost after-school programs	32.7%
Tutoring/enrichment to help with school success	27.2%
Better quality after-school programs, with better trained staff	19.5%
Mentoring for children and youth	13.4%
<b>Student Health Services</b>	
Health care in schools (nurses, health centers)	36.8%
Mental health services for students	20.8%
Reproductive health, teen pregnancy prevention	18.0%
Drug/alcohol prevention or treatment services	16.0%
Health education in schools	13.7%
<b>Family Involvement</b>	
Family involvement in children's education	22.6%
Services for families whose home language is other than English	22.0%
School-based family support services	20.5%
Family-school-community partnerships	15.4%
Parenting classes	13.2%
Neighborhood-based family support services	12.6%
Support for new parents	9.7%

## SERVICE AREA PRIORITIZATION BY RESPONDENT GROUPS

The following analysis compares prioritization from each of the outreach participant groupings – student, parent, employee, and community service provider; location of residence; race/ethnicity; family income; and language of survey response. Because the survey's descriptive questions were optional and statistics are not available for Community Forum participants, emphasis is placed on analysis of service areas most frequently indicated as priorities for each grouping of outreach participants. It is important to note, however, that some population groupings are smaller in comparison to others and in some cases, data was not available for one-fifth of community outreach participants.

Analysis of service areas receiving the most indications of priority overall is followed by a comparison of prioritization among the population groupings by Investment Area. A complete set of prioritization comparisons by respondent group is attached.

### Areas of Commonality

There is little difference in prioritization among the categories of community outreach participant regarding the Before-, After-School and Summer Activities and Student Health Services Investment Areas. In most cases, the majority of outreach participants identified the following two service areas as priorities.

- *Free or low-cost after-school programs* was prioritized over the other services in the Before, After-School and Summer Activities Investment Area by most participant categories. Those who reported their family income to be over \$60,000 prioritized *tutoring/enrichment to help with school success* more often than *free or low-cost after-school programs*.
- In the Student Health Services Investment Area, *Healthcare in schools (nurses, health centers)* was viewed as a priority by the majority of outreach participants.

## Student, Parent, Employee, Community Service Providers

---

### Priorities Overall:

- Most students and employees indicated *health care in schools (nurses, health centers)* to be a priority.
- Most parents indicated *free or low-cost after-school programs* should be a priority.
- Most community service providers identified *financial help for low-income parents, for high-quality child care or preschool* as priorities.

### Differences Between Responses by Investment Area:

- **Early Learning.** Students, parents and community service providers identified *financial help for low-income parents, for high-quality child care or preschool* as a priority. Many students also felt that *strong family, child-care and school linkages to help children be ready for school* should be a priority for the investment area. District employees identified *identification of children's learning, physical and emotional needs, and linkages to services* as a priority most frequently.

- **Support for Middle & High School Youth.** Students were more likely to prioritize *help for students at-risk of dropping out* and *youth employment* than adult outreach participants. Parents, District employees and community service providers indicated that *available before-school, after-school and summer activities* was a priority more frequently.
- **Family Involvement.** Parents and District employees indicated that *school-based family support services* were a priority. Many students indicated that *family involvement in children's education* was a priority service area. Students also prioritized *services for families whose home language is other than English*, as did community service providers.

## Location of Residence

---

### Priorities Overall:

There was little difference between place of residence regarding priority service areas overall – *free or low-cost after-school programs* or *health care in schools* were most frequently indicated as priorities regardless of outreach participant's geography.

### Geographic Differences by Investment Area:

- **Early Learning.** Residents of southeast or southwest Seattle were more likely to prioritize *strong family, child-care, and school linkages to help children be ready for school* over the *financial help for low-income parents, for high-quality child care or preschool service* area. Residents of west, central, northwest and northeast Seattle were more likely to indicate that the *financial help* service area should be a priority service area.
- **Support for Middle and High School Youth.** Residents of Southeast Seattle prioritized *available before-school, after school and summer activities* service area more frequently. *Help for students at-risk of dropping out* was prioritized by residents of southwest and central Seattle more frequently. Residents in northwest Seattle indicated that these two service areas were important. In northeast Seattle, *a safe and positive school environment* was viewed as a priority service area. In west Seattle, both *available before-school, after-school and summer activities* and *a safe and positive school environment* were prioritized as important service areas.
- **Family Involvement.** Residents of northwest and northeast Seattle were more likely to prioritize *family involvement in children's education* over *services for families whose home language is other than English* – which more residents of southeast, southwest, west, and central Seattle indicated to be a priority.

## Ethnicity

---

It is important to note that the Native American response rate is low in comparison to other populations. As such, each response carries more weight in prioritization and may not be representative of the prioritization of the larger community.

### Priorities Overall:

- *Free or low-cost programs* was a priority for the majority of Asian/Pacific Islander outreach participants.
- Most Black and White outreach participants felt *health care in schools* to be a priority service area.

- The majority of Latino/a outreach participants indicated *services for families whose home language is other than English* to be a priority.
- There was no clear prioritization for Native American outreach participants, however there was some concentration of prioritization in the *help for students at-risk of dropping out* and *health care in schools* service areas.

#### **Differences by Investment Area:**

- **Early Learning.** *Financial help for low-income parents* was a priority for all ethnic groups. In addition, the majority of Blacks and Latinos prioritized *strong family, child-care and school linkages to help children be ready for school*.
- **Support for Middle and High School Youth.** *Available before-school, after-school and summer activities* was a frequent priority for community outreach participants who are Asian Pacific Islander and Latino/a. *Help for students at-risk of dropping out* was viewed as a priority by most Black, Latino/a and Native American outreach participants. *Youth employment* was also important to Black outreach participants. *A safe, positive school environment* was a priority for a majority of White outreach participants.
- **Family Involvement.** *Services for families whose home language is other than English* was important for Asian/Pacific Islander and Latino/a outreach participants. *Family involvement in a children's education* was important to Black, Native American and White outreach participants.

## **Income**

---

#### **Priorities Overall:**

- For those in the grouping of under \$15,000, *services for families whose home language is other than English* was the most important service area.
- *Free or low-cost programs* was more likely to be a priority for those in the \$15-30,000 income bracket.
- Outreach participants with a family income of \$30,000 or more were more likely to prioritize *health care in schools*.

#### **Differences by Investment Areas:**

- **Early Learning.** There is little difference with regard to income level in Early Learning priorities – *strong family, childcare and school linkages* and *financial help for low-income parents* were viewed as priorities regardless of income level.
- **Support for Middle and High School Youth.** The highest and lowest income quartiles had similar priorities – *help for students at-risk of dropping out*, *a safe and positive school environment*, and *available before-school, after-school and summer activities* were ranked as priorities. The other income groupings were more likely to indicate priority for *help for students at-risk of dropping out*, and *available before-school, after-school and summer activities*.
- **Family Involvement.** Outreach participants in the lowest income grouping were more likely to prioritize *services for families whose home language is other than English*. In the \$15,000 to \$30,000 grouping, outreach participants felt that these services were important and added *school-based family support* and *family involvement in children's education*. In the over \$30,000 groupings, *family involvement* and *school-based family support* were more



likely to be priorities, and those in the over \$60,000 prioritized *family involvement* more frequently.

## Language of Response

---

It is important to note that the response rate for languages other than English is low in comparison to those who responded in English. Each response carries more weight in prioritization and may not be representative of the prioritization of the larger community.

### Priorities Overall:

- Those who responded to the survey in English were more likely to indicate that *health care in schools* was a priority.
- Those who responded to the survey in a language other than English were more likely to indicate that *services for families whose home language is other than English* was a priority.

### Differences by Investment Areas:

- **Early Learning.** *Financial help* was viewed as a priority by all community outreach participants. Those who responded in a language other than English also indicated that *strong family, child-care and school linkages* was an important service area.
- **Support for Middle and High School Youth.** *Help for students at-risk of dropping out* was viewed as a priority by both groups. In addition, those who responded to the survey in a language other than English indicated that *youth employment* was an important service area.
- **Family Involvement.** Those who responded in English were more likely to indicate that *family involvement in children's education* was a priority service area. Those responding in a language other than English indicated that *services for families whose home language is other than English* and *parenting classes* were important service priorities.

Attachment A: Comparing Students, Parents, Employees and Community Service Providers						
	Student	Parent	SPS Employee	Community Svc. Provider	Other	N/A
<b>Early Learning</b>						
Financial help for low-income parents, for high-quality child care or preschool	30%	27%	16%	37%	26%	26%
Strong family, child care and school linkages to help children be ready for school	29%	24%	23%	19%	29%	29%
Quality learning opportunities, with better trained staff	20%	15%	19%	14%	25%	16%
Identification of children's learning, physical/ emotional needs, and linkages to services	18%	14%	25%	18%	23%	16%
Education or support for parents/caregivers	9%	10%	14%	20%	9%	16%
<b>Support for Middle &amp; High School Youth</b>						
Help for students at risk of dropping out	27%	19%	26%	21%	27%	31%
Available before-school, after-school and summer activities	19%	27%	32%	28%	25%	22%
A safe and positive school environment	24%	21%	24%	20%	23%	20%
Youth employment (age 14 or older)	24%	8%	10%	8%	12%	20%
Youth community involvement and leadership opportunities	16%	11%	12%	22%	17%	19%
Services to bridge school and the work world	10%	7%	12%	10%	9%	8%
<b>Before-, After-School and Summer Activities</b>						
Free or low-cost after-school programs	36%	36%	34%	33%	33%	20%
Tutoring/enrichment to help with school success	32%	31%	25%	20%	21%	21%
Better quality after-school programs, with better trained staff	21%	16%	18%	24%	20%	21%
Mentoring for children and youth	16%	9%	11%	17%	19%	10%
<b>Student Health Services</b>						
Health care in schools (nurses, health centers)	47%	32%	48%	31%	31%	26%
Mental health services for students	18%	19%	32%	29%	24%	17%
Reproductive health, teen pregnancy prevention	21%	13%	12%	20%	26%	15%
Drug/alcohol prevention or treatment services	19%	13%	16%	14%	17%	14%
Health education in schools	15%	15%	11%	12%	12%	11%
<b>Family Involvement</b>						
Family involvement in children's education	26%	24%	17%	17%	20%	20%
Services for families whose home language is other than English	24%	26%	19%	25%	15%	17%
School-based family support services	9%	28%	40%	12%	14%	33%
Family-school-community partnerships	12%	18%	19%	17%	18%	15%
Parenting classes	11%	22%	11%	15%	10%	9%
Neighborhood-based family support services	10%	17%	6%	18%	13%	12%
Support for new parents	9%	14%	5%	10%	7%	9%

<b>Attachment B: Comparing Responses by Location of Residence</b>	<b>South east</b>	<b>South west</b>	<b>West</b>	<b>Central</b>	<b>North west</b>	<b>North east</b>	<b>N/A</b>
<b>Early Learning</b>							
Financial help for low-income parents, for high-quality child care or preschool	30%	27%	31%	25%	31%	28%	24%
Strong family, child care and school linkages to help children be ready for school	32%	31%	23%	23%	29%	19%	27%
Quality learning opportunities, with better trained staff	18%	21%	12%	22%	19%	20%	17%
Identification of children's learning, physical/ emotional needs, and linkages to services	16%	16%	18%	17%	23%	19%	16%
Education or support for parents/caregivers	12%	9%	11%	9%	9%	13%	14%
<b>Support for Middle &amp; High School Youth</b>							
Help for students at risk of dropping out	22%	26%	20%	25%	26%	25%	31%
Available before-school, after-school and summer activities	30%	22%	23%	21%	26%	23%	20%
A safe and positive school environment	20%	20%	23%	21%	25%	27%	21%
Youth employment (age 14 or older)	15%	19%	17%	16%	17%	11%	18%
Youth community involvement and leadership opportunities	18%	14%	12%	12%	18%	17%	17%
Services to bridge school and the work world	10%	9%	10%	9%	9%	8%	8%
<b>Before-, After-School and Summer Activities</b>							
Free or low-cost after-school programs	46%	41%	31%	34%	32%	29%	21%
Tutoring/enrichment to help with school success	33%	25%	28%	29%	26%	29%	21%
Better quality after-school programs, with better trained staff	21%	21%	17%	16%	20%	20%	21%
Mentoring for children and youth	12%	15%	14%	16%	15%	14%	11%
<b>Student Health Services</b>							
Health care in schools (nurses, health centers)	45%	43%	36%	34%	38%	36%	29%
Mental health services for students	19%	18%	21%	22%	24%	26%	18%
Reproductive health, teen pregnancy prevention	16%	16%	14%	17%	21%	24%	18%
Drug/alcohol prevention or treatment services	15%	17%	18%	10%	18%	18%	16%
Health education in schools	14%	15%	14%	15%	15%	12%	12%
<b>Family Involvement</b>							
Family involvement in children's education	22%	23%	24%	25%	24%	21%	20%
Services for families whose home language is other than English	27%	25%	24%	29%	21%	15%	16%
School-based family support services	17%	21%	22%	20%	16%	17%	28%
Family-school-community partnerships	20%	22%	14%	11%	14%	13%	14%
Parenting classes	16%	19%	21%	16%	11%	9%	6%
Neighborhood-based family support services	17%	14%	9%	14%	12%	13%	9%
Support for new parents	8%	11%	17%	14%	11%	4%	6%

<b>Attachment C: Comparing Responses by Ethnicity</b>	<b>Asian /PI</b>	<b>Black</b>	<b>Latino /a</b>	<b>Native American</b>	<b>White</b>	<b>Other</b>	<b>N/A</b>
<b>Early Learning</b>							
Financial help for low-income parents, for high-quality child care or preschool	29%	28%	24%	26%	30%	22%	25%
Strong family, child care and school linkages to help children be ready for school	26%	28%	28%	23%	24%	28%	30%
Quality learning opportunities, with better trained staff	17%	14%	13%	23%	22%	20%	17%
Identification of children's learning, physical/ emotional needs, and linkages to services	14%	16%	16%	32%	22%	17%	15%
Education or support for parents/caregivers	6%	9%	15%	3%	12%	14%	15%
<b>Support for Middle &amp; High School Youth</b>							
Help for students at risk of dropping out	21%	25%	26%	35%	24%	27%	29%
Available before-school, after-school and summer activities	25%	19%	24%	13%	25%	25%	21%
A safe and positive school environment	20%	17%	16%	6%	28%	21%	21%
Youth employment (age 14 or older)	19%	26%	9%	6%	12%	21%	19%
Youth community involvement and leadership opportunities	15%	12%	14%	19%	17%	16%	17%
Services to bridge school and the work world	9%	9%	7%	6%	9%	9%	9%
<b>Before-, After-School and Summer Activities</b>							
Free or low-cost after-school programs	48%	32%	33%	29%	31%	38%	23%
Tutoring/enrichment to help with school success	37%	25%	22%	26%	28%	25%	22%
Better quality after-school programs, with better trained staff	20%	18%	17%	19%	19%	22%	21%
Mentoring for children and youth	13%	16%	12%	13%	14%	10%	12%
<b>Student Health Services</b>							
Health care in schools (nurses, health centers)	44%	38%	35%	35%	37%	37%	31%
Mental health services for students	14%	23%	17%	32%	26%	21%	16%
Reproductive health, teen pregnancy prevention	13%	16%	14%	10%	23%	21%	16%
Drug/alcohol prevention or treatment services	14%	15%	20%	10%	18%	10%	14%
Health education in schools	13%	17%	17%	16%	14%	11%	11%
<b>Family Involvement</b>							
Family involvement in children's education	23%	31%	22%	26%	22%	22%	19%
Services for families whose home language is other than English	34%	23%	45%	10%	16%	21%	15%
School-based family support services	7%	33%	29%	23%	17%	17%	29%
Family-school-community partnerships	15%	17%	11%	16%	15%	14%	17%
Parenting classes	17%	18%	33%	6%	10%	7%	8%
Neighborhood-based family support services	19%	21%	9%	10%	10%	10%	9%
Support for new parents	5%	23%	24%	6%	7%	4%	8%

<b>Attachment D: Comparing Responses by Family Income Grouping</b>	<b>\$0- 15,000</b>	<b>\$15- 30,000</b>	<b>\$30- 45,000</b>	<b>\$45- 60,000</b>	<b>Over \$60</b>	<b>N/A</b>
<b>Early Learning</b>						
Financial help for low-income parents, for high-quality child care or preschool	22%	30%	27%	26%	28%	30%
Strong family, child care and school linkages to help children be ready for school	22%	27%	24%	30%	27%	28%
Quality learning opportunities, with better trained staff	9%	14%	22%	19%	22%	19%
Identification of children's learning, physical/ emotional needs, and linkages to services	10%	17%	19%	20%	20%	19%
Education or support for parents/caregivers	12%	8%	10%	11%	11%	13%
<b>Support for Middle &amp; High School Youth</b>						
Help for students at risk of dropping out	17%	23%	25%	24%	26%	29%
Available before-school, after-school and summer activities	16%	28%	28%	25%	27%	21%
A safe and positive school environment	16%	17%	19%	22%	27%	25%
Youth employment (age 14 or older)	12%	13%	18%	16%	11%	21%
Youth community involvement and leadership opportunities	7%	9%	16%	23%	17%	18%
Services to bridge school and the work world	4%	9%	9%	10%	9%	11%
<b>Before-, After-School and Summer Activities</b>						
Free or low-cost after-school programs	39%	46%	38%	32%	26%	29%
Tutoring/enrichment to help with school success	23%	22%	25%	28%	32%	28%
Better quality after-school programs, with better trained staff	11%	20%	25%	19%	20%	21%
Mentoring for children and youth	10%	10%	11%	16%	15%	15%
<b>Student Health Services</b>						
Health care in schools (nurses, health centers)	30%	29%	41%	40%	37%	39%
Mental health services for students	15%	26%	21%	29%	25%	16%
Reproductive health, teen pregnancy prevention	10%	14%	20%	21%	24%	18%
Drug/alcohol prevention or treatment services	10%	19%	12%	24%	16%	17%
Health education in schools	14%	13%	14%	15%	12%	14%
<b>Family Involvement</b>						
Family involvement in children's education	29%	20%	21%	22%	21%	23%
Services for families whose home language is other than English	45%	23%	16%	16%	17%	20%
School-based family support services	24%	21%	22%	22%	15%	21%
Family-school-community partnerships	13%	16%	19%	19%	13%	15%
Parenting classes	30%	17%	13%	10%	11%	8%
Neighborhood-based family support services	21%	17%	13%	11%	9%	11%
Support for new parents	24%	9%	8%	7%	4%	9%

<b>Attachment E: Comparing Response by Language Grouping</b>	<b>English</b>	<b>Language Other than English</b>
<b>Early Learning</b>		
Financial help for low-income parents, for high-quality child care or preschool	29%	10%
Strong family, child care and school linkages to help children be ready for school	27%	15%
Quality learning opportunities, with better trained staff	19%	6%
Identification of children's learning, physical/ emotional needs, and linkages to services	19%	3%
Education or support for parents/caregivers	12%	5%
<b>Support for Middle &amp; High School Youth</b>		
Help for students at risk of dropping out	25%	22%
Available before-school, after-school and summer activities	24%	16%
A safe and positive school environment	23%	9%
Youth employment (over age 14)	16%	23%
Youth community involvement and leadership opportunities	15%	15%
Services to bridge school and the work world	9%	3%
<b>Before-, After-School and Summer Activities</b>		
Free or low-cost after-school programs	34%	34%
Tutoring/enrichment to help with school success	28%	29%
Better quality after-school programs, with better trained staff	15%	2%
Mentoring for children and youth	20%	4%
<b>Student Health Services</b>		
Health care in schools (nurses, health centers)	39%	18%
Mental health services for students	22%	3%
Reproductive health, teen pregnancy prevention	19%	4%
Drug/alcohol prevention or treatment services	17%	3%
Health education in schools	14%	8%
<b>Family Involvement</b>		
Family involvement in children's education	22%	42%
Services for families whose home language is other than English	20%	50%
School-based family support services	18%	22%
Family-school-community partnerships	15%	20%
Parenting classes	12%	46%
Neighborhood-based family support services	11%	43%
Support for new parents	9%	27%

